

2021-2022 Adult Education and Family Literacy Education Act

Comprehensive Performance
Management, Accountability,
and Reporting Requirements



Webinar Logistics

- All participants will be muted for the duration of the webinar.
- All webcams are disabled for the duration of the webinar.
- How to submit questions during the webinar?
 - You may submit questions during the presentation through the webinar “Q&A” feature.
 - The Q&A will be utilized for questions and participation throughout the presentation.

Note about Questions

- Questions requiring research will be submitted to the grant contact for posting as part of the Frequently Asked Questions process.
- Contact for questions on the submission of RFP, Mallory.Martinez@fldoe.org.

2021-2022 Funding Opportunity - Adult Education and Family Literacy Act (AEFLA)

Consolidated – Grant Application

- Adult General Education (AGE) – Sec. 231
- Integrated English Literacy and Civics Education (IELCE) – Sec. 243

Individual – Grant Application

- Corrections Education (CE) – Sec. 225

Go to: www.fldoe.org/WIOAGrants

Due June 30, 2021

Priority 4 Overview



Goals for Priority 4

- Provide the federal WIOA and NRS context for AEFLA grants
 - Federal definitions and reporting requirements
- Demonstrate the FDOE's role in data collection
 - Outline state reporting systems: WDIS, FCS, and CBO
 - Illustrate how FDOE processes the data in preparation for federal reporting
- Discuss agency expectations for local MIS minimum standards, data reporting, and program performance

WIOA Annual Performance Report and National Reporting System (NRS)

Paul Stonecipher



WIOA Annual Statewide Performance and NRS

The National Reporting System for Adult Education (NRS) was established as the accountability system for Federally funded adult education programs authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA).

More information available at nrsweb.org

WIOA primary indicators of performance, methodologies for collecting performance data, and program reporting procedures.

The data collected by AEFLA grant participants is aggregated by the Florida Department of Education and submitted via NRS to the US Department of Education annually on by the **WIOA deadline of October 1st** each year.

WIOA, Section 116, and Primary Indicators of Performance

- The percentage of program participants who are in unsubsidized **employment during the second quarter after exit** from the program;
- The percentage of program participants who are in unsubsidized **employment during the fourth quarter** after exit from the program;
- The **median earnings of program participants who are in unsubsidized employment during the second quarter after exit** from the program;
- The percentage of **program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program;**
- The percentage of **program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains towards such a credential or employment;** and
- The indicators of effectiveness, established by the state, in serving employers.



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Key WIOA/NRS Terminology

Educational Functioning Level

- “A set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas”
- Divided into six levels for Adult Basic Education (ABE) and for English as a Second Language (ESL), these levels serve as descriptors guide for teaching and assessment for adult learners, describing the most critical concepts and skills for the level identified.
- Used to help delineate the educational level of the identified student, to place the student into an appropriate NRS program and coursework, and to track learning gains achieved by the program (a primary indicator of performance)

Educational Functioning Level (cont.)

- Under Rule 6A-6.014, F.A.C., a student must be assessed using an NRS approved assessment within the first 12 contact hours of enrollment. The resulting scale score of the assessment (or pretest) establishes the student's initial EFL.
- The student's initial EFL is reported on an enrollment record in relationship to the program and course in which the student has been placed.
- The relationship between EFLs, Scale Scores on NRS approved assessments, and the learning completion points (LCPs) will be illustrated in greater detail later in this presentation.

Educational Functioning Level Resources

- Appendix B of the *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act* published by USDE, OCTAE available at <https://nrsweb.org/>
- *Florida Adult Education Assessment Technical Assistance Paper* published by FDOE, DCAE available at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.shtml>
- Appendix B of the *Adult Education and Family Literacy Act 2021-22 Grant Implementation Guide*, p. 65-70 (see <http://www.fldoe.org/core/fileparse.php/7515/urlt/ImplementationGuide.pdf>)
- For Districts, see Appendix R of the current year WDIS Database Handbook
- For Colleges, see Appendix A of the current year FCS Student Data Dictionary

Implementation Guide, p. 65-70

IMPLEMENTATION GUIDE

Adult Education and Family Literacy Act 2021-2022 Grant

AGE Educational Functioning Level Descriptors

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS		
Literacy Level	Basic Reading and Writing	Numeracy Skills
ABE Level 1 Student has tested in the grade level range of 0-1.9.	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.

IMPLEMENTATION GUIDE

Adult Education and Family Literacy Act 2021-2022 Grant

ESL Educational Functioning Level Descriptors

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 1	Individual cannot speak or understand English or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product labels, car handles).

New Student vs Continuously Enrolled

- Placement and the determination of a student's EFL is dependent upon the student's prior enrollment history
- A new student is a student who was not previously enrolled in AGE in your agency in the current or prior reporting year
 - Must be assessed within 12 hours of instruction to determine initial EFL
- A continuously enrolled student has any prior enrollment in AGE in the current or previous reporting year
 - Initial EFL at the start of a new term is determined by student's EFL from the prior term
 - The initial EFL for a continuously enrolled student may not be reduced.

New Student vs. Continuously Enrolled Student

The following chart show examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

Student	Enrollment Reported for 2019-20	Enrollment Reported for 2020-21	Enrollment Reported for 2021-22	New Student or Continuously Enrolled Student in 2021-22
A	No	No	No	New
B	Yes	No	No	New
C	Yes	Yes	No	New
D	No	No	Yes	Continuous
E	No	Yes	Yes	Continuous

Measurable Skill Gain (MSG)

- *“The NRS method of measuring student progress for academic improvement (includes educational functioning level gain and receipt of secondary credential).”*
- Adult education participants achieve an MSG by demonstrating an EFL gain or by attaining a secondary diploma or recognized equivalent. Additionally, IET students may achieve an MSG by exhibiting progress on a postsecondary transcript, showing progress toward milestones, or passing a technical/occupational knowledge-based exam.
- Note: DCAE, in coordination with IET providers, continues to develop the frameworks and technical guidance for IET which effects the additional reportable IET skill gains. Further technical guidance will be provided on the implementation of IET outcomes and how those will be reported by your sector in the coming future.

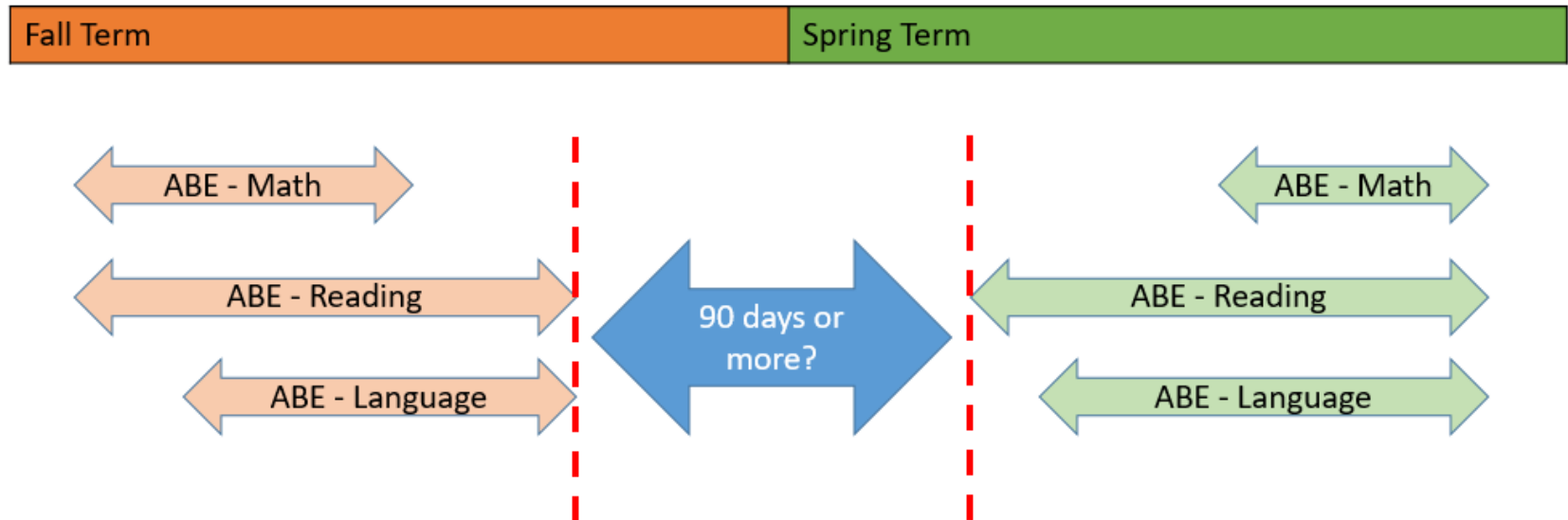
Literacy Completion Point (LCP)

- The attainment of academic or workforce readiness skills are indicated by designated reportable LCPs.
- Designates an increase in an educational functioning level with a subject or attainment of half credit in adult high school
- LCPs are reportable for passage of a GED® subsection but are not eligible to be counted as an MSG under WIOA.

Period of Participation

- A Period of Participation (POP) is based on participants who are continuously enrolled with a gap of more than eighty-nine days between a course exit and the next course entry.
- To evaluate for multiple periods of participation, FDOE uses the earliest course entry date per term and the latest course exit date per term for the identified student. If 90 days occur between the latest course exit date for the prior term and the earliest course entry date of the subsequent term, a new period of participation would begin.
- A new POP is counted each time a participant re-enters and exits the program, and separately for each POP included in both the numerator and denominator of a performance indicator. Therefore, an individual can be counted multiple times – once for each POP – and multiple times within performance indicators.

Illustration of Periods of Participation





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NRS Eligible Programs Summary

WIOA/NRS Eligible Programs

Program Name	Summary	NRS Level
Adult Basic Education (ABE)	Students tested below 9th grade and students seeking a high school diploma or assistance meeting basic skills requirements for CTE	ABE 1 - 4
Adult High School	Students based on HS credits and seeking a high school diploma through credit attainment	ABE 5 - 6
GED® Preparation Program	Students tested above 9th grade in at least one subject	ABE 5 - 6
Adult English as a Second Language (ESOL)	Students seeking assistance with English language acquisition	ESL 1 - 6
English Literacy for Career and Technical Education (ELCATE)	Concurrent attainment of English language skills as well as CTE training	ESL 5 - 6

Adult Basic Education Placement for Instructional Purposes

- Students who have tested below the 9th grade level in one or more areas.
- Student may or may not have a high school diploma.
- Student may also be concurrently enrolled in ESOL, ELCATE or GED®.
- Students enrolled in this program are included in the National Reporting System (NRS) calculations and the WIOA Annual Performance Report.
- Agencies may use the following tests for placement: TABE and CASAS (Reading and Math only).

Adult Basic Education Placement for Instructional Purposes (cont'd)

- Student should be placed by lowest functioning level **BY** subject area.
- Student may have three different functioning levels; one for reading, language arts, and math.
- For continuously enrolled students, Education Functioning Level (EFL) reported may only be equal or higher than a previously reported EFL for the same program and subject area.

English for Speakers of Other Languages (ESOL) Placement for Instructional Purposes

- Students who have an educational functioning level (EFL) below 7.
- Student may or may not have a high school diploma.
- Students cannot be concurrently enrolled in ELCATE and ESOL.
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.

English for Speakers of Other Languages Placement for Instructional Purposes (cont'd)

- Agencies may use the following tests for placement: CASAS, Best Plus and TABE CLAS-E: Reading and Listening.
- If continuously enrolled, a student must be placed based on the subtest used to initially place the student in either ESOL or ELCATE.
- Students newly enrolled must be tested in both reading and listening and placement is based on the lower of the two subtests.

English Literacy for Career and Technical Education (ELCATE) Placement for Instructional Purposes

- Student has an educational functioning level of 5 or 6.
- Students are expected to be concurrently enrolled in a career and technical program in the same term
 - Curriculum Frameworks were updated for 16-17 to include occupation content standards and workplace preparation activities.
- Students cannot be concurrently enrolled in ELCATE and ESOL.
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.

ELCATE Placement for Instructional Purposes (cont'd)

- Agencies may use the following tests for placement: CASAS, Best Plus and TABE CLAS-E: Reading and Listening.
- If continuously enrolled, a student must be placed based on the subtest used to initially place the student in either ESOL or ELCATE.
- Students newly enrolled must be tested on both reading and listening and placement is based on the lower of the two subtests. For example, if a student's listening score is lower than their reading score, the student must be placed on their listening score.

GED® Prep. Placement for Instructional Purposes

- Students enrolling in GED® Prep. must be pretested to determine if they are ABE Level 5 (9.0 to 10.9) or ABE Level 6 (11.0 to 12.9).
- Student must test above a 9th grade level in at least one subject
- For ABE Level 5 (9.0 to 10.9), students may be post-tested to move to ABE Level 6 (11.0 to 12.9).
- Student is not post-tested once he/she tests at level ABE Level 6 (11.0 to 12.9).

GED® Prep. Placement for Instructional Purposes (cont'd)

- Agencies may use the following tests for placement:
TABE and CASAS
 - If using CASAS, agency must use a second assessment to determine language arts placement
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.

Placement into GED® Prep

GED Subject Area	19-20 Placement Policy
Math	Student is testing at a 9.0 or higher on an eligible Math subtest
Reasoning Through Language Arts	Student is testing at a 9.0 or higher on an eligible Reading subtest
Science	Student is testing at a 9.0 or higher on an eligible Reading subtest
Social Studies	Student is testing at a 9.0 or higher on an eligible Reading subtest

Adult High School Placement for Instructional Purposes

- Initial placement in AHS is determined by the number of credits the student has earned in the traditional high school they previously attended.
- Students are not required to pretest or post-test for AHS.
- The initial placement in AHS is determined by number of credits earned.
 - If the student has earned the number of credits to be placed at the 9.0-10.9 grade equivalent (GE), the student is placed in ABE Level 5.
 - If the student has earned the number of credits to be placed at the 11.0 – 12.9 GE, he/she is placed in ABE Level 6.

NRS Approved Assessments

- See [2021-2022 Florida Assessment Policy](#) technical assistance paper for further details and a complete list of NRS approved assessments, scale scores, and additional technical guidance.
- NRS eligible and state funded courses that include a requirement for pre- and post-testing must use standardized assessments approved by the USDE and FDOE.

AGE Programs and NRS Approved Assessments

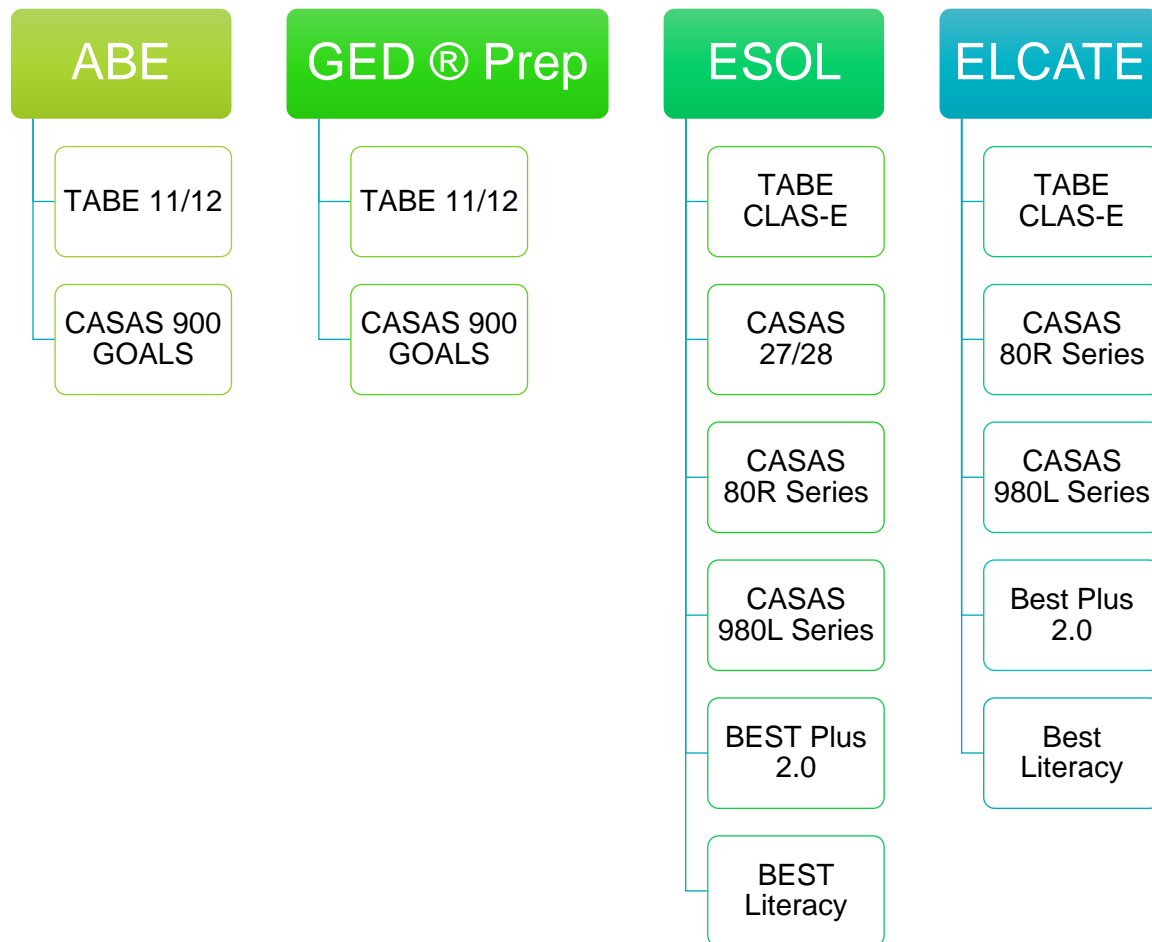
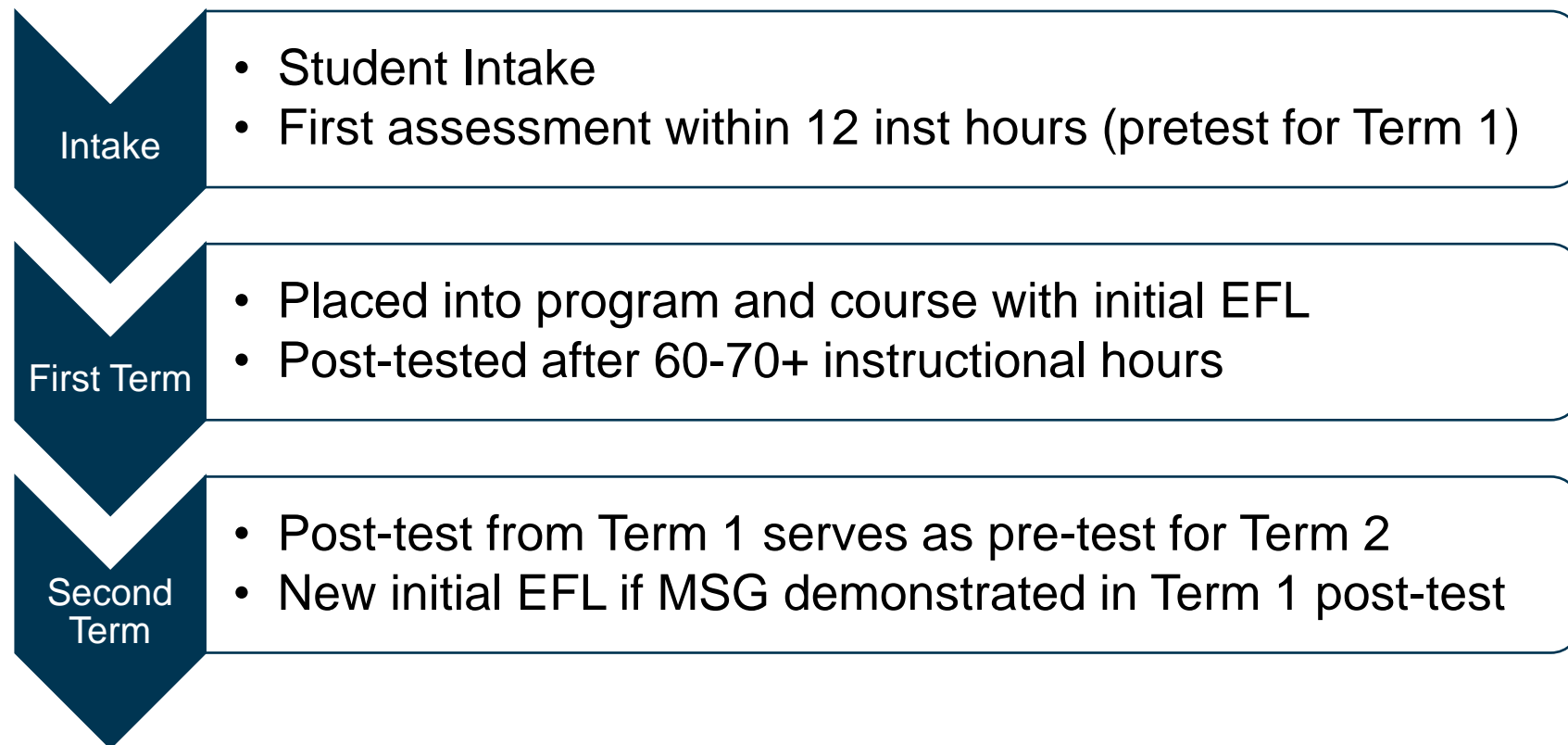


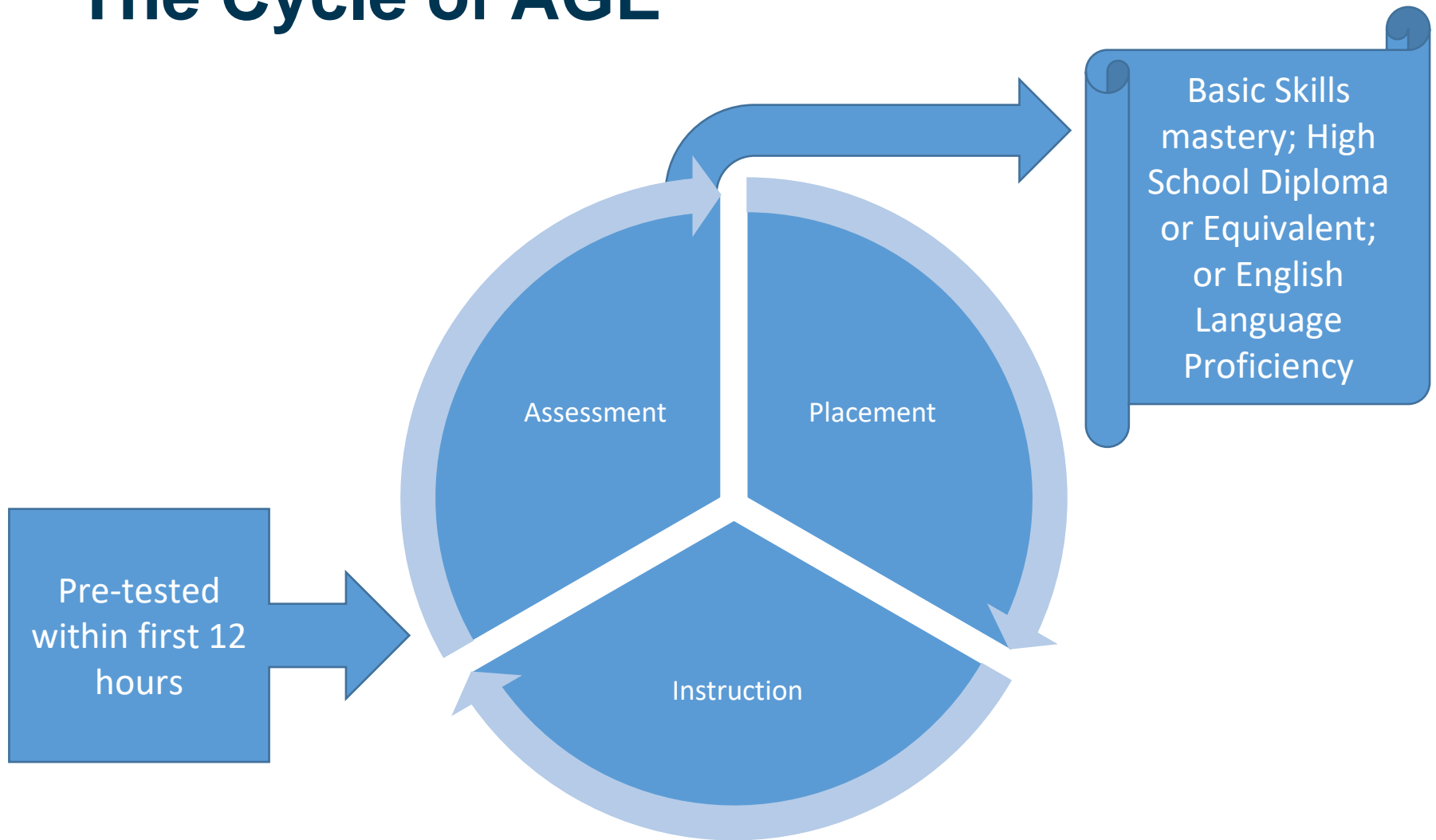
Illustration of EFLs, assessments, and learning gains



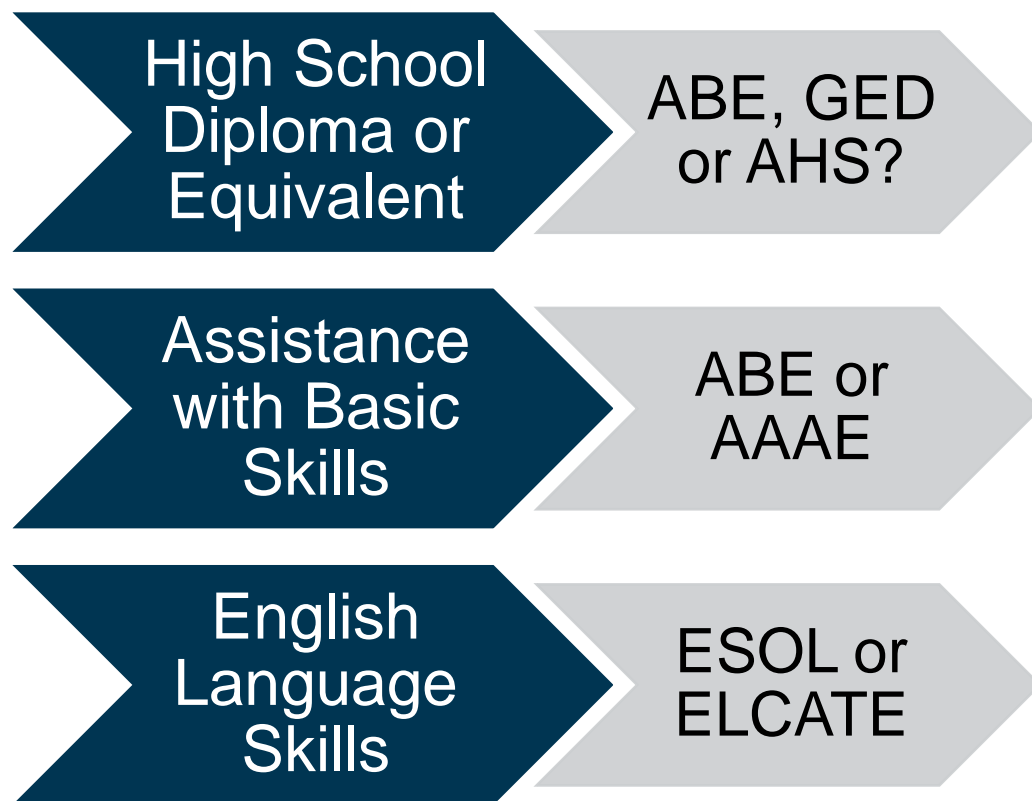


Example of Intake, Assessment, Placement, Instruction, Post-test cycle

The Cycle of AGE



Basic Question on Entry: What's your goal?



Student Example

Fall Term

Intake

Seeking her GED
Completes
Student Intake
Form
Participates in
Orientation

Assessment (Pretest)

Math

- TABE 512
- ABE Level 3

Reading

- TABE 526
- ABE Level 3

Language

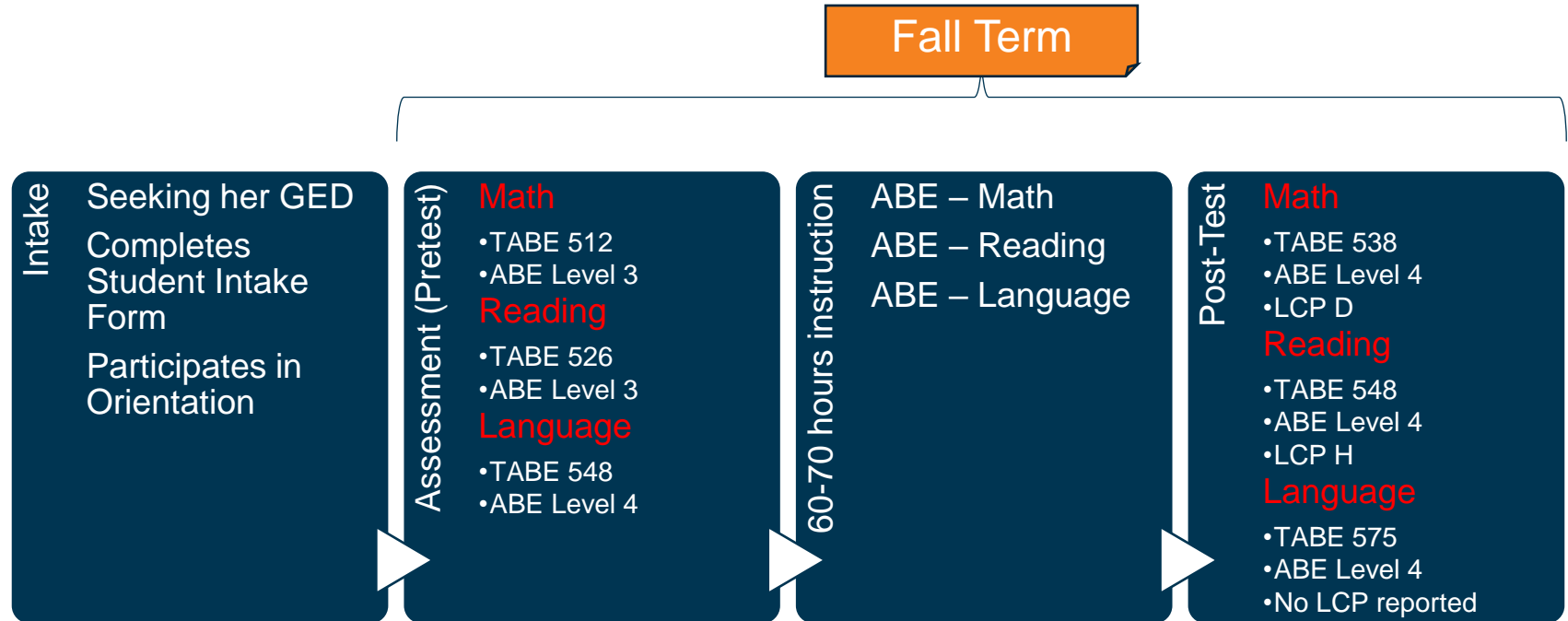
- TABE 548
- ABE Level 4

rs instruction

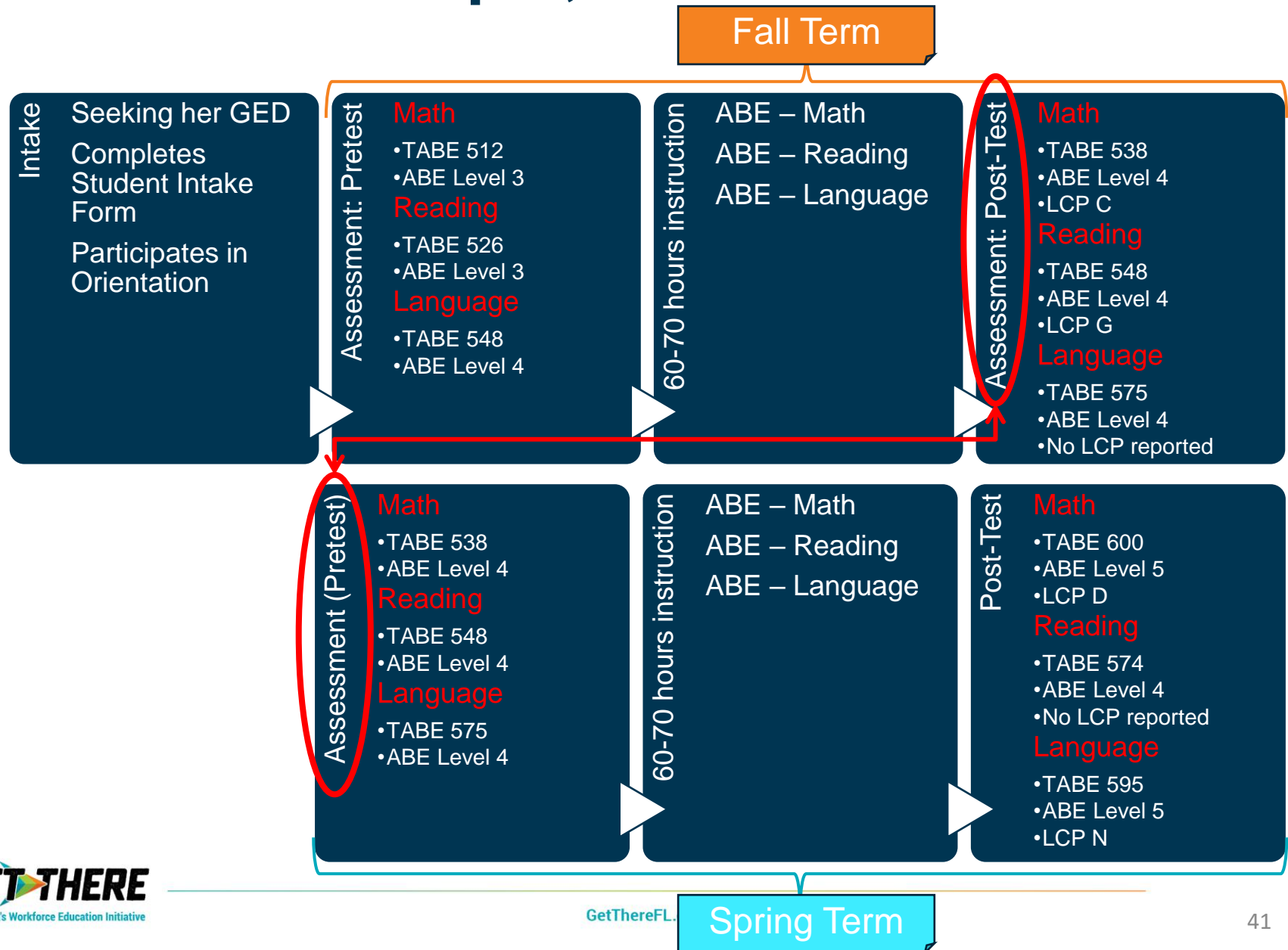
Table 5: ABE Educational Functioning Levels

Subject	EFL Levels	FDOE LCP	TABE 11&12	CASAS
Math	ABE Level 1	A	300-448	178-193
	ABE Level 2	B	449-495	194-203
	ABE Level 3	C	496-536	204-214
	ABE Level 4	D	537-595	215-225
Reading	ABE Level 1	E	300-441	165-203
	ABE Level 2	F	442-500	204-216
	ABE Level 3	G	501-535	217-227
	ABE Level 4	H	536-575	228-238
Language Arts	ABE Level 1	J	300-457	N/A
	ABE Level 2	K	458-510	N/A
	ABE Level 3	M	511-546	N/A
	ABE Level 4	N	547-583	N/A

Student Example, Pt 2



Student Example, Pt 3





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WIOA/NRS Performance Targets

Summary of NRS Indicators, Measures, and Definitions

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance indicator—Measurable Skill Gains (MSG)	❖ Educational functioning level gain	❖ Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment. ❖ Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule. ❖ Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.
	❖ Attainment of a Secondary School Diploma	❖ Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.
	For IET and Workplace Literacy Participants Only: ❖ Secondary or Postsecondary Transcript ❖ Progress Toward Milestone ❖ Passing Technical/ Occupational Knowledge-Based Exam	❖ Exhibiting progress on a postsecondary transcript. ❖ Showing progress toward milestones. ❖ Passing a technical or occupational knowledge-based exam.
Performance indicator—Employment Measures	❖ Second-quarter employment	❖ Employment in the second quarter after the exit quarter.
	❖ Fourth-quarter employment	❖ Employment in the fourth quarter after the exit quarter.
	❖ Median earnings	❖ Median earnings of participants employed in the second quarter after the exit quarter.
Performance Indicator—Credential Attainment	❖ Attainment of secondary school diploma or its recognized equivalent	❖ Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit.
	❖ Attainment of postsecondary credential	❖ Receipt of a postsecondary credential while enrolled or within 1 year of exit.

Measurable Skill Gains (MSG) Performance Targets

Achieving Florida's Adult Education State Performance Targets will be based on each recipient's accurate submission of student enrollment and completion data of Educational Functioning Level (EFL) gains as calculated in the completion percentages found in the National Reporting System (NRS) Table 4.

Each grantee will be expected to meet or exceed the State Performance Target for each program type (ABE, ESL) served.

Descriptions of each educational functioning level may be found on the AGE Educational Functioning Level Descriptors attachment.

Measurable Skill Gains (MSG) Performance Targets (cont.)

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance indicator— Measurable Skill Gains (MSG)	❖ Educational functioning level gain	<ul style="list-style-type: none"> ❖ Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment. ❖ Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule. ❖ Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.
	❖ Attainment of a Secondary School Diploma	❖ Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.
	<p>For IET and Workplace Literacy Participants Only:</p> <ul style="list-style-type: none"> ❖ Secondary or Postsecondary Transcript ❖ Progress Toward Milestone ❖ Passing Technical/ Occupational Knowledge-Based Exam 	<ul style="list-style-type: none"> ❖ Exhibiting progress on a postsecondary transcript. ❖ Showing progress toward milestones. ❖ Passing a technical or occupational knowledge-based exam.

Exit Based Performance Targets

- Employment Rate Second Quarter After Exit
- Employment Rate Fourth Quarter After Exit
- Median Earnings Second Quarter After Exit

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance indicator— Employment Measures	❖ Second-quarter employment	❖ Employment in the second quarter after the exit quarter.
	❖ Fourth-quarter employment	❖ Employment in the fourth quarter after the exit quarter.
	❖ Median earnings	❖ Median earnings of participants employed in the second quarter after the exit quarter.

Credential Attainment Rate Performance Target

Based on the number of students in ABE Levels 5-6 (formerly Adult Secondary Education) who attained a high school equivalency or diploma and were found employed or enrolled in postsecondary within a year of exit. It also includes any student who was concurrently enrolled in postsecondary who exited and attained a postsecondary credential within one year after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance Indicator— Credential Attainment	❖ Attainment of secondary school diploma or its recognized equivalent	❖ Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit.
	❖ Attainment of postsecondary credential	❖ Receipt of a postsecondary credential while enrolled or within 1 year of exit.

Florida Statewide Performance Targets

Performance Measure	2020-21 State Performance Target	2021-22 State Performance Target
ABE Performance Target	25%	25%
ESL Performance Target	26.6%	27%
Employment (Second Quarter After Exit)	28.3%	28.5%
Employment (Fourth Quarter After Exit)	26%	26.5%
Median Earnings (Second Quarter After Exit)	\$4,395	\$4,430
Credential Attainment Rate	10.6%	11.0%

FDOE Reporting Systems and Deadlines

Brittany C. Ross

Agency to FDOE to USDE/NRS

- Participating agencies submit student level data in prescribed formats and reporting systems to FDOE.
- The FDOE uses agency-submitted student data to aggregate the data for reports such as the annual Statewide Performance Report (SPR) and NRS Performance Tables.
- The agency-submitted student data is also aggregated by FDOE for legislative data requests, statewide program performance analysis, policy analysis and guidance, etc.

Florida Management Information Systems for Adult Education

FLDOE establishes student level reporting requirements for all education data for all students served in state or federal programs

- Maintains databases
- Creates business rules
- Establishes transmission schedules
- Maintains edits for data quality

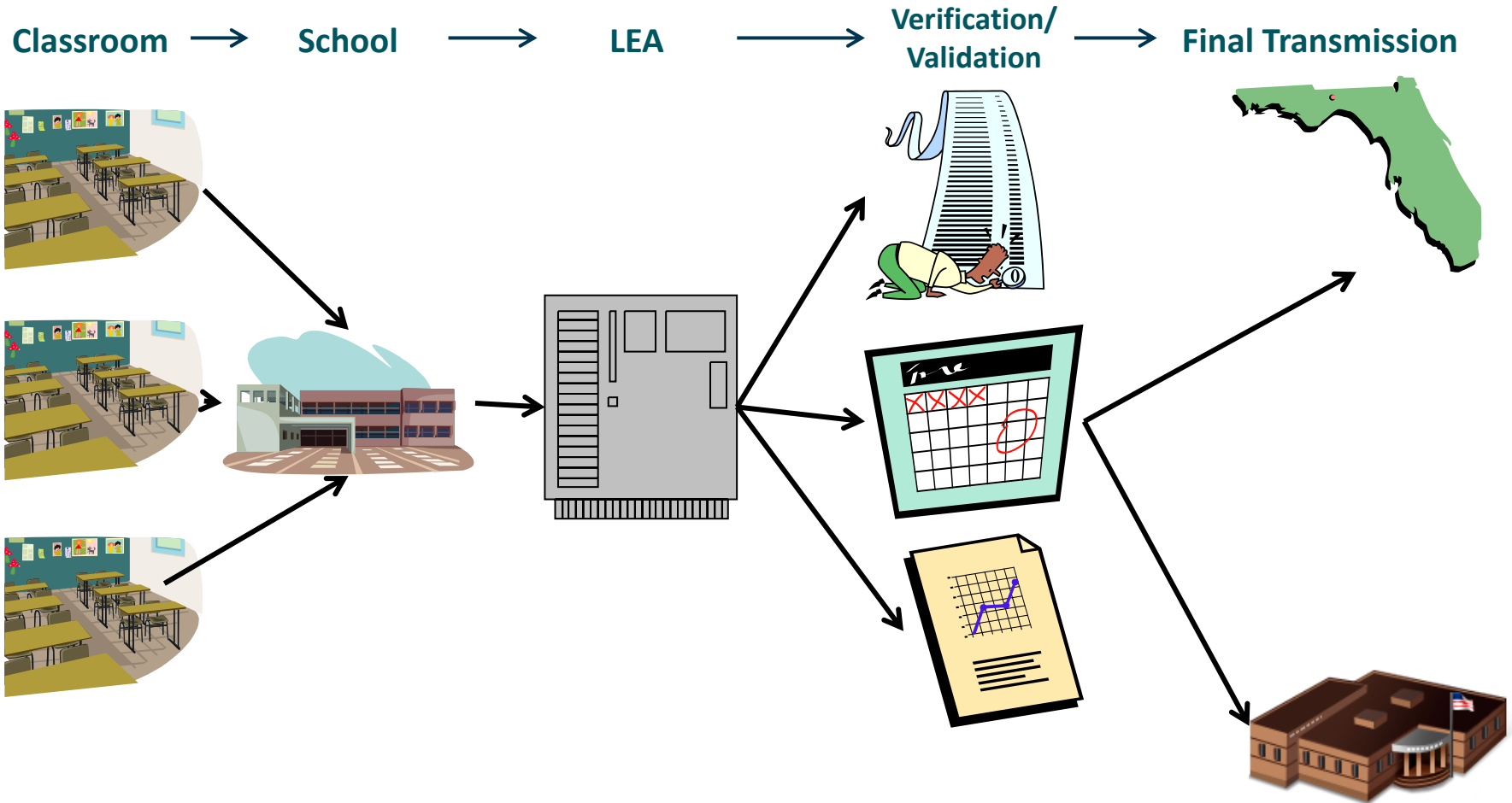
3 Databases Used for Adult Education

**Workforce Development
Information System**

**Florida College System
Student Database**

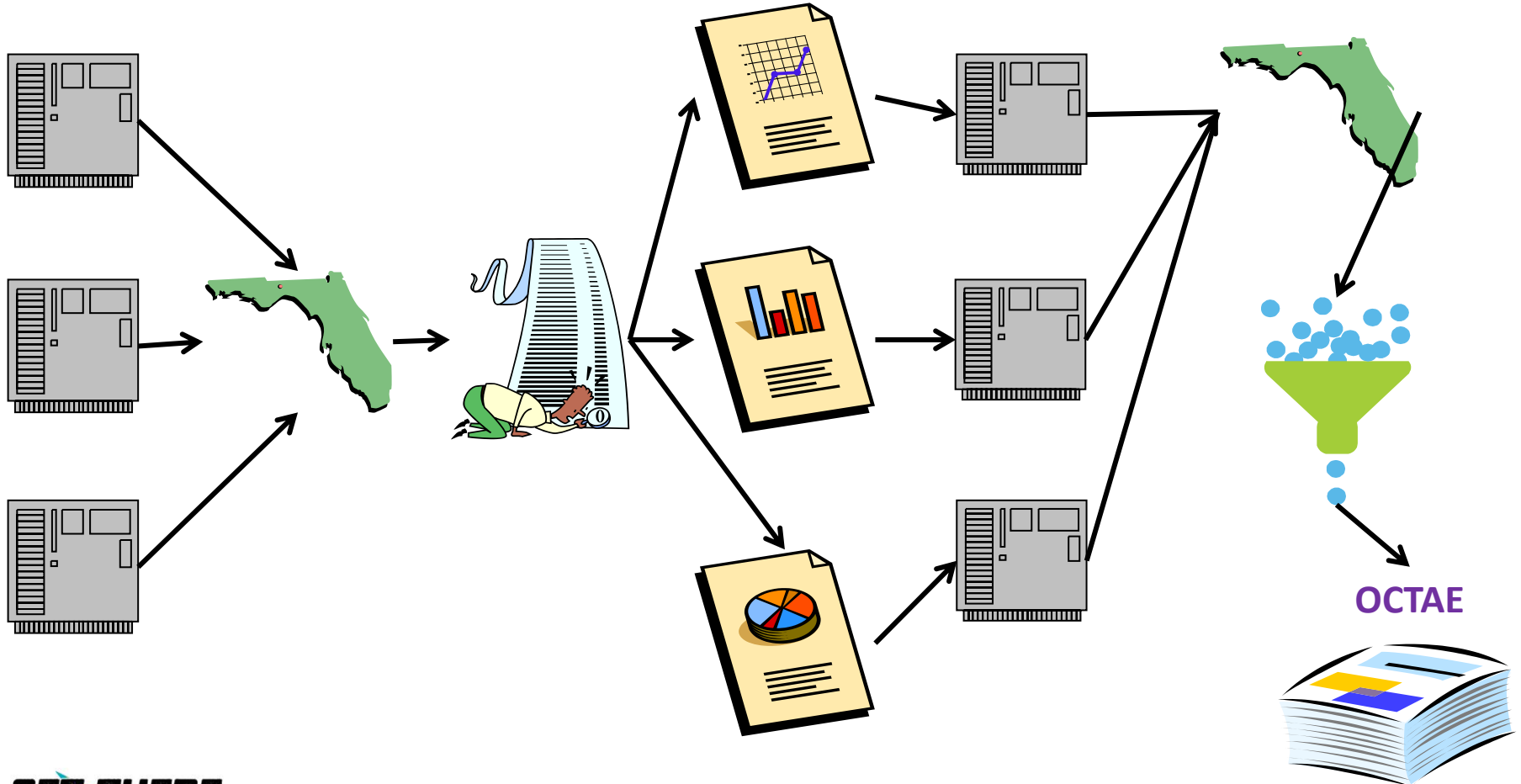
**CBO/Corrections
Student Information
System**

The Data Process- Local to State







The Data Process- State to Final Report

LEA → State → Verification/Validation → Reports → LEA → State



Reporting Systems

	Workforce Development Information System (WDIS)	Florida College System Database (CCTCMIS)	Workforce Education Data Systems CBO Database
School District			
FCS			
Corrections			
Community-based Organizations (non-district or college)			

Workforce Development Information System (WDIS)

- Reporting system for Florida's public school districts
- <http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/>
 - Data handbooks, summary of reporting updates, formats, data elements, edits, and district appendices
- Reporting deadlines are posted in Appendix V of the annual database handbook
- Contact Workforce Education Data Systems (WEDS), Nand Divate, Nandkumar.Divate@fldoe.org, for further assistance

WDIS Data Collection System

- Data collected through several reporting formats and linked through the following key elements list below.

Student Demographic	<ul style="list-style-type: none">• Year• Survey• District ID• School ID• Student ID
AGE Student Course	<ul style="list-style-type: none">• Year• Survey• District ID• School ID• Student ID• Course ID• Section ID
CTE Student Course	<ul style="list-style-type: none">• Year• Survey• District ID• School ID• Student ID• Course ID• Section ID
Teacher Course	<ul style="list-style-type: none">• Year• Survey• District ID• School ID• Course ID• Section ID
End of Term	<ul style="list-style-type: none">• Year• Survey• District ID• Student ID
Adult Test	<ul style="list-style-type: none">• Year• Survey• District ID• School ID• Student ID
Supplemental	<ul style="list-style-type: none">• Year• Survey• District ID• Student ID

Student Demographic Format

Format	Data Elements
<p>Student Demographic Format https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/student-demo.shtml</p> <p><i>Common for any student, not just an AGE student</i></p>	<p>Survey Period/Year, District & School numbers, Gender, Birthdate, Race-Ethnicity, Employment Status, Residence-County, Citizenship status, Residence Status-State/County, Grade Level, AGE-Employment Barriers, AGE-Income Status, AGE-Ex Offender, AGE-Homeless Individuals or Runaway Youth, AGE-Migrant and Seasonal Farmworker, First-time Student Indicator, Adult High School Diploma Option, Displaced Homemaker, Single Parent and Single Pregnant Woman, English Language Learners-Adult, Origin of Schooling-Adult, Highest School Grade Completed, Military Status</p>

Student Course and Test Record Formats

Format	Data Elements
Adult General Education Student Course https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/adult-test-rec.stml	Survey Period/Year, District & School numbers, Course #, Section #, Grade Level, AGE Program Code, Education Functioning Level – Initial (Listening ESOL/ELCATE, Reading ESOL/ELCATE, Non-ESOL/ELCATE, Disability status, Adult Test Name, Date of Entry & Exit in Program/Course/Section, Post-Test Status, Financial Assistance, Instructional Hrs, Online Course Delivery, Institutional Setting, Literacy Completion Point (multiple)
Adult General Education Test Record https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/adult-test-rec.stml	Adult Test Name, Test Date, Adult Test Subject Content, Adult Test Form, Adult Test Level, Adult Test Score

Additional Formats

Format	Data Elements
Student End of Term Status https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/student-end-term.shtml	Survey Period/Year, District & School numbers, Diploma Type , Certificate of Completion Type, AGE Diploma Data , AGE-Withdrawal Reason , Grade Level
Supplemental https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/supplemental.shtml	Various CTE Elements, Diploma Type (Earned in Year after Exit) , AGE Diploma Data (Earned in Year After Exit)

2021-22 Data Reporting Schedule – Workforce Development Information System (WDIS)

Survey	Submission Period OPENS	Required Load Date	Submission Period CLOSES
Survey F/G	August 23, 2021	September 2, 2021	September 16, 2021
Survey W/X	January 3, 2022	February 3, 2022	February 24, 2022
Survey S	June 6, 2022	June 30, 2022	July 7, 2022
Survey S Update Window	July 11, 2022	n/a	July 28, 2022

Data Certifications DUE on August 5, 2022

Florida College System Database

- Reporting system for the Florida College System
- <http://www.fldoe.org/accountability/data-sys/CCTCMIS/>
 - Data handbooks, summary of reporting updates, formats, data elements, edits, and district appendices
- Reporting deadlines are posted in Section I of the annual FCS Student Database Data Dictionary.
- Contact Community College & Technical Center Management Information Systems (CCTCMIS), Kimberly Pippin, Kimberly.Pippin@fldoe.org, for further assistance

FCS Data Collection System

- Data collected through several reporting formats and linked through the following key elements list (DE Number in parentheses).

Student Demographic Information – Type 1

- College (1017), PSNID (1021), & Term (1028)

Entry Level/Exit Testing Information – Type 2

- College (1017), PSNID (1021), Term (1028), Entry_Test_Type (1104), Entry_Subtest (1103), Date_Entry_Test (1109), & Score_Entry_Test (1101)

Program Information – Type 4

- College (1017), PSNID (1021), Term (1028), & Program_CIP (2002)

Completion Information – Type 5

- College (1017), PSNID (1021), Term (1028), Completion_CIP (2101), OCC_Comp__Point (2104), & Literacy_Comp_Point (2105)

Course Information – Type 6

- College (1017), PSNID (1021), Term (1028), Course_ID (3008), Section (3009), & Course_Entry_Date (3026)

Demographic Record Type

Record Type	Select Data Elements
<p>Student Demographic Information (Record Type 1)</p> <p><i>See pages 52-53 of the Student Data Dictionary for all elements</i></p>	<p>High School Code-Graduation-Grad Date, Limited English Proficiency, Race-Ethnicity, AGE Ex Offender, AGE Homeless/Runaway, AGE Employment Barrier, AGE Migrant-Seasonal Farmworker, AGE Level of Schooling Achieved, AGE Income Status – Exhausting TANF, AGE Income Status – Long Term Unemployed, AGE Low Income</p>

Program and Course Record Types

Record Type	Select Data Elements
<p>Program Information (Record Type 4)</p> <p><i>See pages 53-54 of the Student Data Dictionary for all elements</i></p>	<p>Program of Study Data Elements (award type, CIP), AGE Withdrawal Reason</p>
<p>Course Information (Record Type 6)</p> <p><i>See pages 54-55 of the Student Data Dictionary for all elements</i></p>	<p>Adult Educational Functioning Level – Initial (ESOL/ELCATE Listening, ESOL/ELCATE Reading, All Others), Adult Test Series</p>

Testing and Completion Record Types

Record Type	Select Data Elements
<p>Entry Level/Exit Testing Information (Record Type 2)</p> <p><i>See page 53 of the Student Data Dictionary for all elements</i></p>	<p>Entry Level/Exit Test – Score, Entry Level/Exit Test – Site, Entry Level/Exit Test – Subtest, Entry Level/Exit Test – Type, Adult Entry Level/Exit Form, Adult Entry/Exit Test Level of Difficulty, Entry/Exit Test – Date</p>
<p>Completion Information (Record Type 5)</p> <p><i>See page 54 of the Student Data Dictionary for all elements</i></p>	<p>Adult Literacy Completion Point Indicator, Completion Degree Granted</p>

2021-22 Data Reporting Schedule – Colleges

Reporting Window	Submission Period Start Date	Required Load Date	End of Submission Period
1E (Summer)	August 13, 2021	September 3, 2021	October 1, 2021
2E (Fall)	January 7, 2022	February 4, 2022	March 11, 2022
3E (Winter/Spring)	April 1, 2022	May 6, 2022	June 10, 2022

Data Certifications DUE the next business day after the submission window closes

Workforce Education Data Systems CBO Database

A copy of the current annual handbook and data dictionary, as well as the system reporting deadlines, can be obtained by contacting Nand Divate by email at Nandkumar.Divate@fldoe.org

CBO Data Collection System

- Organized Similar to the WDIS Reporting Surveys
- Three formats
 - Adult Demographic
 - Adult Course
 - Adult Entry/Exit Test Record
- 4 Reporting Windows

2021-22 Data Reporting Schedule – CBO

Survey	Reporting Period	Required Load Date	Submission Period CLOSES
Survey 11	July 1	July 15, 2021	July 29, 2021
Survey 1	July 1 – Sept. 30	October 14, 2021	October 28, 2021
Survey 2	Oct. 1 – Feb 28	March 17, 2022	March 24, 2022
Survey 3	March 1 – June 30	July 14, 2022	July 28, 2022

Roles of Reports Coordinators

- Often our primary point of contact, especially for FLDOE database teams
 - Included on all emails from FLDOE database teams, which means RC's should share email with relevant local staff
- Maintains contact information in the appropriate directories (CCTCMIS or WEDS)
- Maintains SharePoint access accounts for local staff
- Ensures completion of data certification process

Reporting Responsibilities

- Data must be reported in prescribed formats and within posted deadlines
- Failure to meet reporting deadlines can result in an agency being placed on a corrective action plan
- Inaccurate or invalid data may affect an agency's allocation and performance outcomes, resulting in further negative consequences and corrective action plans.
- In the next section of this presentation, the relationship to the FDOE reporting systems, required data elements, and the Sample Student Intake Form will be demonstrated further.

Implementation of Reporting Changes

- Agencies are strongly encouraged to participate in WEDDAC and MISATFOR, regularly scheduled DCAE AGE-focused webinars, and other professional development opportunities
 - WEDDAC and MISATFOR hold biannual meetings of reports coordinators and MIS staff for districts and colleges respectively.
 - DCAE regularly schedules announced AGE-focused webinars which include reminders and updates related to data reporting
 - Each fall, DCAE participates in ACE of Florida's annual conference and regularly includes sessions on AGE data reporting
- All efforts are made to collaborate and receive input on data system updates; however, changes in federal or state law may mandate swift data changes.

Expectations of Participating Agencies and Local Data Systems

Paul Stonecipher

Agency MIS Expectations

- FDOE has not designated a MIS platform, but local MIS systems must meet the reporting requirements of AEFLA participation
 - Meet the expectations established in the respective sector's data dictionaries or database handbooks
 - Must be able to provide locally generated data reports to aid in improving data quality, monitoring student progress and agency performance, as well as building an environment for data-informed program improvement.
- It is the responsibility of a participating agency to verify the accuracy and completeness of the data submitted and to monitor program performance

Effects of Poor Data Quality

- Bad data management and poor maintenance of reporting policies and procedures can cripple agency performance and take away valuable limited resources.
- It is strongly suggested that agencies plan in advance for MIS personnel turnover and should be aware that changing MIS platforms increases an agency's risk for data reporting errors.
- Significant changes to a reporting calendar or migrating an agency's data to a new MIS platform should be handled strategically to minimize unintended, negative outcomes.

Student Data Summary Form

Student Data Summary Form Elements	
Basic Student Information	
<u>Required</u> Name Address Phone Email (for online access) Date of Birth Enrollment date Separation date Gender Race Ethnicity SSN (If available)	<u>Background Data¹</u> Youth in Foster Care Single Parent/Pregnant Employment Barriers Income Status Barriers Ex-offender Low Income Migrant or Seasonal Worker or Dependent Homeless Displaced Homemaker On Public Assistance Highest School Grade Completed* Location of Schooling* Employment Status*
<u>Assessment Data</u> Test Name Test Form Test Level Test Date Test Score	
Institutional Programs (if applicable)	Program type (student must select all that apply)
Correctional Facility Community Correctional Program Other Institutional Setting	ABE Adult Secondary Education (AHS, HSED) ESOL Attendance Hours

Student Data Summary Form, Pt. 2

- Required basic student information data elements are included on Student Data Summary Form.
- Multiple guidance documents are provided at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml> in the **National Reporting System** section
- Important: The data collected in this data summary form only include those required for federal accountability reporting. Additional data elements may be required by your sector's reporting system (ex. WDIS, FCS, or CBO data systems).

Date Form Completed: _____

Student Data Summary Form

Last Name: _____ First Name: _____ Middle Name: _____
Maiden Name: _____ Student Email: _____
Social Security #: _____ Date of Birth: _____
Address: _____
Street or PO Box
City: _____ State: _____ ZIP Code: _____ County: _____
Phone: _____ Alternate Phone: _____
Gender: ☐ Male ☐ Female
Ethnicity: ☐ Latino or Hispanic Origin
Race - Select all that apply:
☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or other Pacific Islander ☐ White

Highest School Grade Completed (Select One):
☐ No school grades completed
☐ Completed at least part of 1st through 11th grade
Highest grade completed: _____
☐ Completed the twelfth grade, but did not attain a diploma or equivalency
☐ Earned a high school diploma
☐ Earned a high school equivalency
☐ Have a disability and attained a special diploma or high school certificate of attendance/completion from completing an Individual Education Plan (IEP)
☐ Completed some college, but did not earn a certificate or degree
☐ Earned a Career Certificate
☐ Earned an Associate of Applied Sciences degree
☐ Earned an Associate of Science degree
☐ Earned an Associate of Arts degree
☐ Earned a Bachelor's degree
☐ Attained beyond a Bachelor's degree

Where this level was achieved: ☐ U.S. based school ☐ Not U.S. based school

Military Status (Select One - For State Reporting Purposes):
☐ Active Duty Personnel ☐ Active Member of the Reserves
☐ Eligible Dependent (spouse/child) ☐ Veteran (Prior Service, Service Prior to 9/11/2001)
☐ Veteran (Prior Service, Service Dates Unknown) ☐ Veteran (Prior Service, Service on or after 9/11/2001)
☐ Active Member of the National Guard ☐ No Military History

Citizenship (For State Reporting Purposes):
☐ Non-Resident Alien ☐ U.S. Citizen ☐ Permanent Resident Alien

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Student Data Summary Form Resources

- The [Data Element Crosswalk](#) provides a clarification of which Data Element and the associated code or value with Summary Form items, particularly the student data collected on page 2 of the form.
- [Guidance Definitions](#) is a list of elements from the data summary form, the formal definition for the item, any available guidance on the item, and the data collected is mandatory for state reporting.
- [Data Collection Frequency and Requirements](#) provides clarification on the form's items and their relationship to the WDIS or FCS data systems, if the item is required to be asked of students and how frequently, as well as if a response is mandatory. All required items **must** be asked of the student, but not all items require an active response by the student.

AE Program Improvement Plans (AEPIPS)

- An agency that does not meet 90% of the NRS statewide performance targets or demonstrate a 70% post-test rate may be required to complete an AEPIP
- Once annual NRS performance rates have been approved, agency level performance is evaluated using NRS tables 4, 4b, and 5.
- Identified agencies are contacted by DCAE staff to complete an AEPIP, which may include further follow-up and directed technical assistance.

Available Technical Assistance

- Eligible providers who have not previously been funded will have targeted technical assistance available, upon receipt of award.

Data Reporting of Sub-recipients of AEFLA Grants

If a sub-recipient or partner is used for instructional services, it is the sole responsibility of the provider to ensure the subrecipient accurately reports all required EFLs and WIOA data elements aligned with the appropriate state reporting system to be used in NRS and the WIOA Annual Performance Report.

Participants' Questions

Submission of Questions for RFP

- As a reminder, questions should be submitted in writing and answers will be posted as specified in the RFP.
 - Contact: Mallory Martinez
 - Email: Mallory.Martinez@fldoe.org
- Location for Posting of Answers to Questions:
 - <https://www.fldoe.org/WIOAGrants/>

Webinar Schedule

- For upcoming webinars, go to www.fldoe.org/WIOAGrants for the schedule, registration links, and recordings for all webinars
- The May 26th webinar for Priority 4 will be a guided journey through the narrative and forms.
 - NOTE: The demonstrated effectiveness documentation was covered in detail on the May 24th webinar.



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